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## NOTES

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PROFESSOR R. W. MOORE contributes to the June *Academischen Revue*. Munich, a handsomely illustrated article on Colgate University.

THE Seventh Educational Conference of the high schools and academies affiliating or coöperating with The University of Chicago was held at The University of Chicago Saturday, June 6, 1896.

THE *Graduate Courses for 1896-7*, giving the courses offered by twenty-three of the leading colleges and universities in this country, has been issued from the press of Leach, Shewell & Sanborn.

L'ÉTUDIANT is the name of a new monthly review devoted to the study of the French language and literature. It is edited by Alfred Hennequin, and published by the Germania Publishing Company, Boston, Mass. It is modeled after *Germania*, which is favorably known to students of German.

WE TAKE pleasure in calling attention to Professor Frank Thilly's admirable translation of Weber's *History of Philosophy* (Scribner's), first because the translation is as nearly perfect as any translation can be, and secondly because the work is so admirably fitted for acquainting the student with the history of the development of thought.

IN the first quarterly number for the present year, *Current History* gives renewed cause for the emphatic commendation which this useful publication has merited and retained since its inception six years ago. There is no question of the day of general interest which is not here fully and intelligently presented in all its essential features.

THE home circulation of books from the Chicago Public Library is, according to the recently issued annual report, 1,173,586 volumes. This breaks the world's record for free circulating libraries. This result is due to the delivery stations that have been established in all parts of the city, which bring the library practically to the doors of all the people.

IT HAS for some time been recognized that the province of Ontario had an exceptionally valuable man to serve it as Minister of Education, as well as a school system of great efficiency. This minister, the Hon. George W. Ross, has described the system in *The School System of Ontario*, in the International Educational Series (Appleton), making a volume that has great value for the student of comparative systems of education.

THE attendance of women at the University of Berlin has decreased from sixty in the winter semester to thirty-five in the summer semester. This is not so strange in view of the fact that a woman seeking admission must secure permission (1) from the Minister of Education, (2) from the Rector (president) of the university, (3) from the teacher with whom she wishes to study. The process must be repeated every half year. There are other difficulties, too.

D. C. HEATH & Co. have recently published a chart showing *The Descent of English Sovereigns*, which sets forth with admirable clearness the relations between the various royal houses of Great Britain; and also Shakespeare's *Henry V*, in *The Arden Series*. The merits of this series are so conspicuous that we are not at all surprised to learn that the earlier volumes have received the cordial commendation of nearly every prominent teacher of English in this country.

THERE is nothing that possesses greater interest than the biography of a great man. The *Memoirs of F. A. P. Barnard, Tenth President of Columbia College*, by John Fulton, recently published by The Macmillan Co., is much more than a worthy memorial of a distinguished scholar; it is an invaluable contribution to the history of higher education in the United States. Dr. Barnard's service as college president covered the memorable transition period when university ideas and methods gained a real place in this country. His own attitude in this struggle is portrayed, largely in his own words, in the present volume.

"I WOULD remove all unnecessary friction and try to make study as natural as play." This sentence, from the preface to *School Recreations and Amusements*, by C. W. Mann (American Book Co.), may fairly be taken as the keynote of the book. The rehabilitation of play as a means of education is a feature of recent pedagogical literature of the greatest significance. We are returning to Athenian standards. The tendency is a good one, big with hope for happy childhood and useful manhood and womanhood. This book will be a most convenient and suggestive manual for teachers who are anxious to make the most and the best of the play instinct in their pupils.

GINN & Co.'s new educational books are: *The Strong and Weak Inflection in Greek*, by B. F. Harding, A.M., head master of the Belmont School, Belmont, Mass.; *Preparatory Latin Composition*, by F. P. Moulton, A.M., teacher of Latin in the Hartford High School, with revision and editorial assistance by William C. Collar, A.M., head master Roxbury Latin School; *Glaciers of North America*, by Israel C. Russell, professor of geology in the University of Michigan; *Via Latina*, a new Latin reader, by William C. Collar, head master of Roxbury Latin School; *Experimental Physics*, by William Abbott Stone, A.B., instructor in physics in the Phillips Exeter

Academy ; *A Practical Arithmetic*, by George A. Wentworth, author of the Wentworth series of mathematics.

NEVER were there so many books written on education as now. This means, at least, that there are more people interested in writing such books, and probably that there are more who will read them. Among these books are some that are worthless, more that are pretty good, and a few that are good. The latter may be divided into two kinds, those that are original in content, and those that restate what has long been the property of the race in a new form and for a new audience. It would seem as though Professor H. Holman's *Education* (Dodd, Mead & Co.) were of the latter class. It is a rather sumptuous book, written pleasantly, lacking, however, in close analysis and using terminology which, in this country, has become largely obsolete. Today we have very little to learn from England as to either the theory or the practice of education. The centers of educational leadership are now in the United States and Germany, and each is supreme in certain fields. Professor Holman's book will doubtless be invaluable in Great Britain, but there are plenty of better books available for American teachers.

Few have any idea that there are such works as educational classics, and fewer still have ever seen any. Original copies were out of print generations ago and are very difficult to obtain. Only recently has there been any movement towards bringing these classics within the reach of modern readers. This has been attempted in two ways—by exact reproduction so nearly as might be, and, in the case of those written in a foreign tongue, by translation. *The Great Didactic of John Amos Comenius* has been translated latest of all, and furnished with a biographical and historical introduction by M. W. Keatinge (Macmillan). The work appears in England, where, indeed, all these reproductions have originated. *The Great Didactic* is the work of one whose real greatness is becoming more apparent as generations pass. Most of the new things that are good in the modern art of education may be traced back to Comenius. The book is, then, not of mere historic or curious interest, but can be read with practical profit. The fact that Comenius might have been president of Harvard College, brings him a little nearer to us.

THE subject of Child Study is one in which this country is now leading the world, thanks to the zeal and knowledge of G. Stanley Hall. Many foolish things are no doubt done in its name, but not by the real workers in this field, who make mistakes, it is true, but usually find them out much more quickly than their lay critics. For several years a method of child study has been pursued at the Worcester, Mass., Normal School which has, indeed, been described once or twice in magazine articles by Principal E. H. Russell, but of which, after all, few people had any definite notion. In *Child Observations*, edited by Miss Ellen M. Haskell (Heath), some of the results of this method

are first published. The present volume is the first of a series, and is limited to observations on imitation and allied activities. The introduction by Principal Russell ought to be read by everyone having even the slightest interest in child life. The book itself is a collection of a large number of detached observations of imitative acts of children, which are, many of them, amusing enough in themselves, and which illustrate a large field of child activity.

ROME is a name that always catches the eye and the ear. Whatever the Romans did has a perennial interest for civilization. Yet we know comparatively little of Roman education, and infinitely less has been written about it than about the education of Greece. This may be because it has been generally assumed that Roman education has comparatively little value for the present time. But whatever made the Romans what they were must be of the greatest value to us. In many ways we are like them, more like them than like any other historic people. *The Education of Children at Rome*, by George Clarke, Ph.D. (Macmillan), is a real and valuable contribution to our knowledge of the subject of which it treats. The book is small and costs but seventy-five cents, and is therefore within the reach of many who will not see larger works, such as Professor Laurie's *Pre-Christian Education*. The writer has consulted nearly all the best sources, and his work is careful, judicious, and comprehensive, answering very completely the questions about which most people wish information. It is interesting to note that the work was prepared as a thesis for the degree of Ph.D. in the University of Colorado, an institution that deserves much credit for maintaining high standards in face of strong temptations in the opposite direction.

*Medical Examinations.* In 1888 the United States was almost the only civilized country in the world which did not as a rule protect its citizens from the imposition of quacks. At that time only five states in the Union exacted an examination for license to practice medicine, and the laws of these states were crude and imperfect and for the most part inoperative.

A licensing examination is now required in 22 states. In fact, if we count Texas, whose laws conflict, the roll includes 23. In all of these states candidates for examination must be graduates of medical schools; in three of these states they must have studied medicine four years; in two states they must have attended at least three courses of medical lectures, though a diploma is not required. One of these two states, Minnesota, will require four courses of lectures but not a diploma after January 1, 1899. In six states applicants must have a competent preliminary education, though the provision is indefinite except in the New York law.

The laws in 13 states and three territories demand either approval of medical diploma or examination by state or other duly qualified boards.

This leaves only New Hampshire, in which not even registration is required, and eight states and three territories in which it is necessary merely

to present the diploma or other certificate of qualification to unqualified local officers. The advance in the whole country since 1888 is without parallel.

THE Executive Committee of the Association of Colleges and Preparatory Schools of the Middle States and Maryland has arranged for a national conference on the group of important questions clustering about the following general topic: College Entrance Requirements. Some of the divisions of the subject are:

- (a) The advanced *age* at which the average student now enters college.
- (b) The advanced age at which college men must now enter the professions, and the effect upon the individual and the community.
- (c) The tendency of men to omit the college course as college entrance requirements are increased, that they may enter professional or technological schools direct from the secondary schools.
- (d) Should the present standard of college entrance requirements be lowered through concerted action, and partial, even if not complete, uniformity of requirements?
- (e) A partial reorganization of our public school system with a view to its more perfect articulation with our colleges.

Are American youth now obliged to "mark time" for a number of years in elementary and secondary education?

(f) Effects of lowering the age of entrance to college upon undergraduate and graduate study, and upon the social life of the student.

The form decided upon for the consideration of these topics is that of round-table discussion and debate in the presence of an audience. Stenographic reports will be published in the local and associated press, and in the Proceedings of the Association. One division of the subject will be considered on the Friday afternoon following Thanksgiving, and the other on Saturday morning.

This discussion is to form the main part of the programme for the annual convention of the association, which will be held at the University of Pennsylvania on the Friday and Saturday following next Thanksgiving day. The intention is to have a number of the most prominent educators take part in the discussion.

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## CURRENT EDUCATIONAL LITERATURE

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JEAN PAUL FREDERICK RICHTER. By JOSEPH FOSTER. *The Chautauquan*, August 1896.

THE PAST AND THE FUTURE OF PHYSICAL EDUCATION. By A. MOSSO. *The Chautauquan*, August 1896.